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IDENTIFIERS	Coalition of Essential Schools; Erikson (Erik); Piaget (Jean); Vygotsky (Lev S)

ABSTRACT

Targeting the elementary school-age child, 5 to 12 years old, this book sets forth an integrated approach to developing classroom experiences, supporting a holistic curriculum intended to stimulate learning and social and emotional gains. The integrated approach has at its hub a child-centered classroom where students' individual needs form the main focus. In the "Introduction," the book discusses children at risk and the various problems which they bring into the classroom, including dysfunctional families, alcoholism and drug abuse, physical and emotional abuse, poverty, and homelessness. Each chapter of the book is designed to look at a specific aspect of the integrated approach, along with how teachers can relate to that aspect. The first six chapters begin with two scenarios which contrast a traditional classroom with an integrated one. The chapters are as follows: (1) "A Historical and Theoretical Perspective"; (2) "The Importance of Developmental Theory in the Classroom," discussing human development, including concepts from Piaget, Erikson, and Vygotsky; (3) "The Learning Environment"; (4) "Developing the Responsible Learner," focusing on the power dynamic in the classroom, development of competency and self-confidence in students, motivation and self-worth, and multi-age groupings; (5) "Assessment: Formal and Informal"; (6) "Planning for Meaningful Learning," detailing teacher beliefs and roles in integration; (7) "A Multiple Approach to an Integrated Classroom," including activities for integrating curriculum, personalizing instruction, and gathering and sharing resources; and (8) "Questions and Answers," addressing teachers' most commonly asked questions concerning the integrated approach. (BGC)